BICKERSTAL	Year 3	Topic: Animals including humans				
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$( \land )$	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food -they get nutrition from what					
C.E.SCHOOL	<ul> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>					

Prior learning			Future learning	
•	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, includinghumans)	•	Describe the simple functions of the basic parts of the digestive system inhumans. (Y4 - Animals, including humans)	
•	Identify and name a variety of common animals that are carnivores,herbivores and omnivores. (Y1 - Animals, including humans)	•	Identify the different types of teeth in humans and their simple functions.(Y4 - Animals, including humans)	
•	Describe and compare the structure of a variety of common animals (fish,amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)	•	Construct and interpret a variety of food chains, identifying producers,predators and prey. (Y4 - Animals, including humans)	
•	Find out about and describe the basic needs of animals, includinghumans, for survival (water, food and air). (Y2 - Animals, includinghumans)	•	Recognise the impact of diet, exercise, drugs and lifestyle on the waytheir bodies function. (Y6 - Animals, including humans)	
•	Describe the importance for humans of exercise, eating the right amountsof different types of food, and hygiene, (Y2 - Animals, including humans		0	

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE           Show understanding of a concept using scientific vocabulary correctly						
Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide arange of nutrients. Humans, and some other animals, have skeletons and muscles which help them move and provideprotection and support.	<ul> <li>Can name the nutrients found in food</li> <li>Can state that to be healthy we need toeat the right types of food to give us thecorrect amount of these nutrients</li> </ul>					
Key vocabulary	• Can name some bones that make up theirskeleton, giving					
Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones,muscles, joints, support, protect, move, skull, ribs, spine	<ul> <li>Can describe how muscles and joints helpthem to move</li> </ul>					

Common misconceptions							
Some children may think: • certain whole food groups like fats are 'bad' for you • certain specific foods, like cheese are also 'bad' for you • diet and fruit drinks are 'good' for you • snakes are similar to worms, so they must also be invertebrates • invertebrates have no form of skeleton.	non l						
Apply knowledge in familiar related contexts, including a range of	Apply knowledge in familiar related contexts, including a range of enquiries						
Activities	Possible evidence						
<ul> <li>Classify food in a range of ways.</li> <li>Use food labels to explore the nutritional content of a range of food items.</li> <li>Use secondary sources to find out the types of food that contain the different nutrients.</li> <li>Use food labels to answer enquiry questions e.g. How much fat do different types of pizza contain? Howmuch sugar is in soft drinks?</li> <li>Plan a daily diet to contain a good balance of nutrients.</li> <li>Explore the nutrients contained in fast food.</li> <li>Use secondary sources to research the parts and functions of the skeleton.</li> <li>Investigate patterns asking questions such as:         <ul> <li>Can people with longer legs run faster?</li> <li>Can people with bigger hands catch a ball better?</li> </ul> </li> <li>Compare, contrast and classify skeletons of different animals.</li> <li>Lesson 1         <ul> <li>Lo: to sort food into food groups and find out about the nutrients that different foods provide</li> <li>Can children explain the things that animals and humans need to survive and st Can children describe the nutrients provided by a range of foods?</li> </ul> </li> </ul>	<ul> <li>Can classify food into those that are high or low in particular nutrients</li> <li>Can answer their questions about nutrients in food, based on their gathered evidence</li> <li>Can talk about the nutrient content of their daily plan</li> <li>Use their data to look for patterns (or lackof them) when answering their enquiry question Can give similarities e.g. they all havejoints to help the animal move, and differences between skeletons</li> </ul>						
Lesson 2 LO: to explore the nutritional value of different foods by gathering information from food labels Key Assessment Questions Can children explain the things that animals and humans need to survive and st Can children sort foods into their relevant food groups? Can children describe the nutrients provided by a range of foods?	ay healthy?						

<u>Lesson 3</u> LO: to sort animal skeletons into groups, comparing patterns, similarities and differences.	Key Assessment Questions Can children explain what vertebrates and invertebrates are and give some examples of each? Can children sort animals according to their skeleton type? Can children discuss the advantages and disadvantages of different skeleton types? Can children begin to explore how animals with different skeletons move?
<u>Lesson 4</u> LO: to investigate how the human skeleton supports movement	Key Assessment Questions Can children label some parts of a human skeleton on a diagram? Can children explain how to make a test fair? Can children take careful measurements and record these on a table? Can children draw conclusions from the results of the investigation?
TAPS science lesson skeleton research https://pstt.org.uk/resources/curriculum- materials/assessment	
<u>Lesson 5</u> L <u>O: To explain how bones and muscles</u> work together to create movement	<u>Key Assessment Questions</u> Can children use some scientific words in their discussions about bones and muscles? Can children observe and describe how muscles work in pairs? Can children make a scientific model of the upper arm muscles and explain how it works?
<u>Lesson 6</u> LO: to design and carry out their own investigation	Key Assessment Questions Can children set their own scientific question to investigate? Can children explain how they would make a test fair? Can children decide what to measure and can they take careful measurements?
<u>(may do over 2 lessons)</u>	

If completing topic over a term, objectives can be covered over more than one lesson ensuring scientific enquiry skills (working scientifically) are being developed